Humanistic Language Teaching in the AI Era: Teachers and Students' Perceptions of ICT-Enhanced and Game-Based Pedagogical Practices

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***Abstract*—** *This study investigates Moroccan high school teachers and students' perceptions of humanistic language teaching in the AI era, with particular emphasis on ICT-enhanced and game-based pedagogical practices in Arabic and English classrooms. It compares instructional approaches adopted by Arabic and English teachers and examines the extent to which these practices foster a humanistic learning environment. The research explores the role of humour, educational games and digital tools in enhancing student engagement and participation. Special attention is given to the integration of ICT applications such as Kahoot as game-based learning tools that support interactive and student-centered instruction. A mixed-methods design was employed. Questionnaires were administered to teachers and students to collect quantitative data on their perceptions of humanistic and technology-enhanced teaching practices. Semi-structured interviews with teachers provided deeper insights into the pedagogical value of humour, games and ICT integration. Classroom observations involving twenty teachers examined the frequency and effectiveness of innovative practices in fostering humanistic learning. Additionally, an experimental intervention assessed the effectiveness of game-based digital tools in supporting vocabulary development. The findings indicate that both teachers and students hold positive perceptions of humanistic language teaching supported by ICT and game-based strategies. English teachers demonstrated greater integration of innovative practices than their Arabic counterparts. Results also show that students exhibit higher motivation, participation and interaction in technology-enhanced humanistic classrooms. The study concludes that combining humanistic pedagogy with ICT and game-based learning represents an effective approach to language teaching in the AI era.*

Keywords— *Humanistic language teaching, ICT-enhanced learning, Game-based pedagogy, Teachers and students' perceptions; AI era.*

I. INTRODUCTION

In recent decades, language education has been profoundly influenced by evolving educational philosophies and technological advancements. Among these developments, the shift toward humanistic education has significantly reshaped classroom practices and teachers' pedagogical orientations. Humanistic language teaching promotes learner-centered instruction that values not only students' cognitive development but also their emotional well-being, motivation and personal growth. This perspective views the learner as a whole person whose affective needs play a crucial role in successful language acquisition, particularly in foreign language contexts. In the AI era, the principles of humanistic education are increasingly intersecting with digital innovation. The integration of ICT-enhanced and game-based pedagogical practices has created new opportunities to foster interactive, supportive and engaging learning environments. Technology-mediated tools enable teachers to implement humanistic strategies such as humour, collaboration, autonomy and experiential learning in ways that were previously difficult to achieve in traditional classrooms. Consequently, contemporary language instruction is moving toward approaches that combine humanistic pedagogy with digital and game-based learning to enhance student participation and engagement. Within this framework, the present study explores

humanistic language teaching in technology-enhanced classrooms, focusing on teachers and students' perceptions of ICT-supported and game-based practices in Arabic and English language education. It also examines the foundational principles of humanistic education and the characteristics of the humanistic teacher, drawing on the psychological contributions of Carl Rogers and Abraham Maslow, whose work emphasized learner autonomy, self-actualization and affective factors in learning. Furthermore, the study highlights innovative instructional strategies adopted by language teachers, including the use of educational games, humour, and interactive digital tools to create meaningful and motivating learning experiences. By situating humanistic pedagogy within the context of the AI era, this research seeks to demonstrate how the integration of ICT and game-based learning can support the development of dynamic, student-centered language classrooms that respond to both academic and emotional dimensions of learning.

II. THEORITICAL CONTEXT

Starting from the 20th century, humanistic scholars like Goodman (1964) and Gross (1969) were in favor of the integration of humanism in the field of education because they realized that schools did not provide students with the opportunity to exchange their thoughts and human experiences in the classroom. However, the development of humanism in education dates back to humanistic psychology with Abraham Maslow and Carl Rogers, who played a crucial role in the shaping of both teachers' and learners' perceptions of what teaching and learning are. That is, during the 1950s and the 1960s, they set a new ground for education and they gave more importance to students' affective side as well as personal interest. To achieve this, teachers had to carefully plan, manage and devise very appropriate tasks and activities. Hence, teachers of languages were the first to adopt and apply the humanistic approach in their classes since it enhances students' self-esteem and encourages them to do better in their studies. Undoubtedly, the integration of the humanistic approach in education has contributed to the spread of learner-centredness. Maslow' and Rogers' conception of man has reconstructed the world of teaching and learning by approaching students' needs from a psychologically humanistic perspective. That is, they considered the learners' basic needs and emotions as the driving forces that should be given notable attention and care on the part of teachers to ensure a positive teaching-learning process. Rogers' and Maslow's views have provided a mutual and supportive understanding of the very essence of learning in particular and education at large. Gage and Berliner (1992), summarized five main principles of the humanistic approach:

1. Students will learn best what they want and need to know.
2. Knowing how to learn is more important than acquiring a lot of knowledge.
3. Self-evaluation is the only meaningful evaluation of a student's work.
4. Feelings are as important as facts.
5. Students learn best in a non-threatening environment.

The first principle of the humanistic approach shows that the goal of the humanistic approach is to limit the role of teachers in the classroom and give more space for students to experience new forms of knowledge that correspond practically to their learning expectations. Simply put, in this modern world, students should voice out their opinions regarding what they want to learn and the way they would like to be taught. To account for these needs, teachers must diagnose students' needs. This can be done through the administration of very consistent questionnaires in which students are asked to tick their areas of interest and the courses they are eager to cover. The second principle of humanistic education is more about "how to learn" than "what to learn". Technology has made knowledge accessible everywhere and every time. In less than a minute, students can consult multiple educational websites and read different articles about an array of topics. However, sometimes, they feel confused about the tools they should make use of to ease their search and thus feel frustrated and disappointed. Inside the classroom, students might find it difficult to deal with the assigned tasks and activities because of their lack of learning strategies. In this case, the role of teachers is to supplement learners' learning by providing them with the necessary techniques that facilitate their understanding of the task. Furthermore, by ICT in the classroom, teachers will certainly put an end to traditional forms of instruction and embrace modern ways of teaching that satisfy the diversity of 21st-century students' learning styles. Once again, the humanistic approach attempts to create an unconventional learning environment through the promotion of learner-centeredness. Another principle of humanistic education is self-evaluation. Once the learner starts to question and reflect upon what he receives, he makes his learning meaningful and fruitful. Self-evaluation is a process whereby students get the chance to evaluate their education in the classroom and determine whether they have met their learning objectives. For example, students can make a comparison between their level at the very beginning of the

school year and its end to define the nature of the education they have received from their teachers. Also, self-evaluation develops learners' critical thinking and nurtures their productive skills, which allow them to negotiate everything they come across and reinforce their self-esteem. Therefore, the humanistic approach came to guide the learner and increase his or her self-confidence as an active agent in the teaching-learning process. The emotional side of the learner is a central feature in humanistic education. Before teaching them, teachers should manifest a high level of acceptance and respect towards students' feelings. What is important is to understand them, communicate with them, and respond rationally to their needs. Once teachers work harder to guarantee a non-authoritarian positive environment, learners feel at ease to speak and share their opinions with their classmates freely. However, in a classroom where their feelings are ignored and abused, students are more likely to feel embarrassed and reluctant to take part in the teaching-learning process. In this regard, Carl Rogers believes that the role of the teacher is to direct students' learning and cultivate the values of hard work, respect, cooperation, openness, and love among them. Thus, humanistic education does not only target the intellectual side of students, but it addresses also their affective dimension. Last but not least, teachers should strive to establish a positive and safe teaching environment. Effective learning takes place when students feel valued, respected and loved. Conversely, they feel threatened, oppressed, and unwilling to learn when the psychological and physical conditions are not provided. For this reason, teachers must work on the creation of a welcoming space to engage students and involve them in the teaching-learning process as Abraham Maslow and Carl Rogers strongly emphasize in their influential theories: Hierarchy of Needs and Client-Centered Therapy respectively. Based on what has been discussed above, it follows that through the humanistic approach, humanists, on the one hand, tend to free learners from the old conventional tenets of education that were based on memorization, repetitiveness as well as passive learning. On the other hand, they attempt to construct a modern learner-centered teaching environment, where students can have their say about their education and demonstrate their learning actively. The following sub-section will be dedicated to the discussion of Paulo Freire's concept of the humanistic approach. In fact, it is quite obvious that the integration of humor in foreign language contexts entails a high level of understanding and preparation on the part of the teacher. Azizinezhad and Hashemi (2011) state that, "humor alone can be effective and sometimes humor can work against learning and even destroys the whole teaching plan". Hence, the teacher has to be more knowledgeable and aware of the appropriate time and context of using humor in order not to damage the teaching plan or lose control of the classroom. In the same vein, Azizinezhad and Hashemi add: "When humor is planned as part of the teaching strategy, a caring environment is established, there is an attitude of flexibility, and communication between student and teacher is that of freedom and openness […] this reduces the authoritarian position of the teacher". In short, humor remains one of the advantageous teaching techniques that goes hand in hand with the main goals of the humanistic approach. It might be effective if it is well-planned for, or ineffective if it lacks preparation on the part of the teacher. Enhancing a playful context in which students can interact and socialize with each other is a prerequisite in humanistic English language teaching. One of the most essential techniques that can used to motivate students to talk and practice the target language communicatively is the application of language games. In foreign language classrooms, games are defined as "activities governed by rules, which set up clearly defined goals…the achievement of these goals signals the end of the game" (Brumfit et al. 1991, P. 143). Another definition was provided by Langran and Purcell (1994) in which they regard language games as a means adopted by teachers to relieve learners from a monotonous traditional environment and give them the chance to rehearse and recall what they have already covered previously in a relaxing atmosphere. Hence, language games are not completely oriented towards the creation of joy and fun among students, they are rather, viewed as an effective tool through which language teachers can stimulate learners' interests, keep them focused in the learning process and make the language lessons appealing. This interactive and playful context offers language learners the opportunity to be themselves, know each other best, and consolidate their social circle and humanistic relationships. In this modern world, as known, technology has not only revolutionized traditional teaching approaches and monotonous classroom practices, but it has also contributed to promoting humanistic learning. The relationship between technology and education is not limited to using digital tools to facilitate students' learning. It is, rather, concerned with meeting the learning needs and allowing more freedom in the classroom. Li Zhou (2007) believes that technology should liberate man and allow him to interact and connect with others. This means that implementing technology can serve as an effective tool to communicate and build strong ties

through humanistic interaction. The statement also suggests that students should not be mere recipients of knowledge, but need to explore the educational content in a way that responds to their diverse learning preferences. Similarly, Shakirova and Valeeva (2016) mentioned that "humanistic educational technologies of foreign language teaching contribute to the internal motivation of students, develop the positive attitude toward learning activities and help find and analyze the information on their own" (P.152) They also stated that one of the characteristics of modernizing education is the development of a humanistic teaching-learning process.

III. RESEARCH METHODOLOGY

A. Research Objecives

This study aims to examine teachers' and students' perceptions of humanistic language teaching in the AI era and to investigate the integration of ICT-enhanced and game-based pedagogical practices in Arabic and English classrooms. It seeks to compare the extent to which humanistic and technology-supported strategies are implemented by teachers of both subjects, while exploring the role of educational games, humour and digital tools in fostering learner engagement, motivation and interaction. Additionally, the study aims to assess the pedagogical value of combining humanistic principles with ICT innovation in supporting effective language learning outcomes.

B. Research Questions

The current study attempts to raise, investigate and answer the following questions:

- How do teachers and students perceive humanistic language teaching in the AI era?
- To what extent are ICT-enhanced and game-based pedagogical practices integrated into Arabic and English language classrooms?
- Are there significant differences between Arabic and English teachers in the implementation of humanistic and technology-supported strategies?
- How do ICT tools and educational games contribute to learner engagement, motivation, and interaction in language learning contexts?
- What is the pedagogical value of combining humanistic principles with digital innovation in contemporary language education?

C. Research Hypotheses

Based on the objectives of this study, the following hypotheses are proposed:

- H1: Teachers and students hold positive perceptions toward humanistic language teaching supported by ICT-enhanced and game-based pedagogical practices.
- H2: English language teachers integrate humanistic and technology-supported strategies more frequently than Arabic language teachers.
- H3: The use of ICT-enhanced and game-based instructional practices significantly increases learner engagement, motivation, and classroom interaction.
- H4: There is a statistically significant difference in students' vocabulary performance between those exposed to game-based digital tools and those taught through traditional instructional methods.
- H5: The integration of humanistic principles with ICT innovation contributes positively to effective language learning outcomes in the AI era.

D. Research Approach

To address the research questions and test the proposed hypotheses, the present study adopts a multi-method research design based on the triangulation of quantitative, qualitative and experimental approaches. This design was selected to provide a comprehensive and empirically grounded understanding of teachers and students' perceptions of humanistic language teaching in the AI era, particularly within ICT-enhanced and game-based pedagogical contexts. The quantitative component was implemented through structured questionnaires administered to Moroccan high school teachers and students. These instruments generated statistical data concerning their perceptions of humanistic language teaching, the integration of ICT tools and educational games in Arabic and English classrooms, and students' preferences regarding teacher–student relationships within a humanistic learning environment. The quantitative data also enabled a comparison between Arabic and English teachers in terms of their adoption of technology-supported strategies. The qualitative component complemented the statistical findings by providing deeper insights into classroom practices. Semi-structured interviews were conducted to explore teachers' views on the pedagogical value of humour, game-based learning and ICT integration, as well as the challenges associated with implementing humanistic strategies. Classroom observations were also carried out to examine how ICT-enhanced and student-centered practices were enacted and how they influenced learner motivation, participation and interaction. In addition to these approaches, an experimental intervention was conducted to examine the effectiveness of a game-based digital tool in supporting vocabulary development. Students

were exposed to technology-enhanced instruction integrating game-based activities, and their performance was compared with that of students receiving traditional instruction. This experimental component provided measurable evidence regarding the pedagogical value of combining humanistic principles with ICT innovation. The triangulation of quantitative, qualitative and experimental data strengthens the validity and reliability of the study by allowing findings to be cross-verified from multiple perspectives. Such a comprehensive methodological framework was deemed essential for capturing the complexity of humanistic and technology-supported language teaching practices in contemporary classrooms.

E. Data Collecion Instuments

a) Questionnaire

The questionnaire used in the present study consists of different sections. The reason behind choosing this tool as a data collection instrument to gather information from students is that it allows for the quantification of results, which ensures the reliability and validity of the findings. It is also the most effective data collection tool to cover a large sample.

b) Interview

In the present investigation, semi-structured interviews were administered to both Arabic and English teachers. Interviews were conducted with high school Arabic and English teachers to obtain detailed data about their perception of the humanistic approach to teaching, the techniques they use to promote this approach in their classrooms and the challenges they face while implementing it.

c) Experiment

The experiment adopts an experimental research design to measure the impact of *Kahoot* use on developing students' learning and vocabulary retention. It also aims to investigate the effect of this web-based game on students' engagement and motivation to learn. Bell (2009) defines experimental research as "a process of carrying out research in an objective and controlled fashion so that precision is maximized and specific conclusions can be drawn regarding a hypothesis statement" (P.4). It refers to a scientific procedure where one or more research variables are manipulated to determine their effect on other elements. Besides, the experimental design is described as a way to collect information through experiments under the researcher's supervision. There are two types of research variables: Independent and dependent variables. The former is manipulated by the researcher to determine its impact on a particular group. The latter refers to the variable being tested by the researcher or the result of the independent variable manipulation (Kothari, 2004). In our experiment, the two research variables are as follows:

- **The independent variable** refers to the use of the *Kahoot game* in vocabulary teaching. It was adopted to observe its effectiveness in language learning and measure its impact on students' vocabulary development.
- **The dependent variables** are students' language learning and vocabulary retention. They were evaluated and tested through the use of the pre and post-method. The two variables depend on the incorporation of the *Kahoot game* in the experiment.

IV. RESULTS

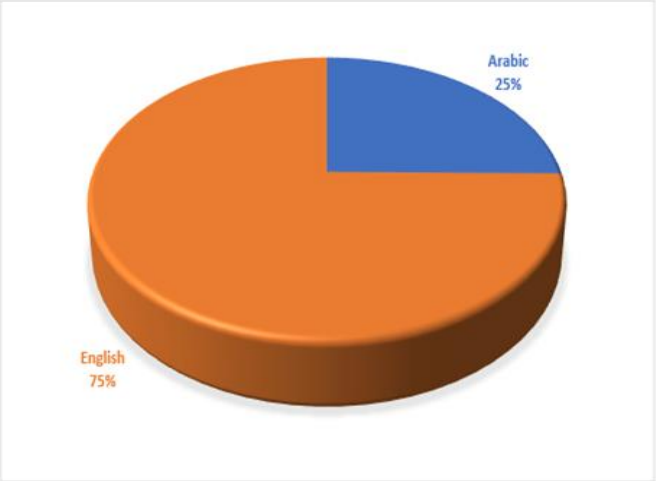

Figure 1: Students' favourite school subject

It is clear from this graph that a large proportion (75%) of students choose English as their favourite school subject, while only 25% find Arabic more appealing than English. The discrepant results prove that most learners hold positive views about English, as they are more interested in its learning, unlike Arabic. Generally, Moroccan students perceive English as an easy and enjoyable language. They think it matches their preferences and current needs like communicating with others, making new acquaintances, and enlarging their social circle worldwide. Hence, Moroccan youngsters are keen on studying English because it is new fun and less challenging.

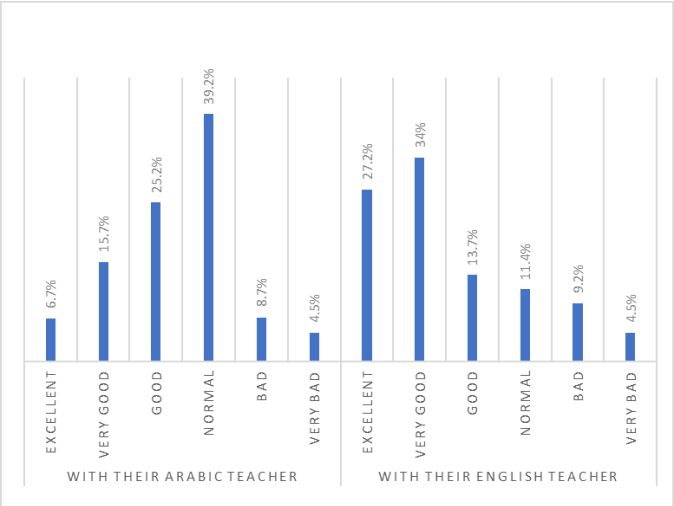

Figure 2: Students' relationship with Arabic and English teachers

A close analysis of the graph reveals that 39.2% of the students maintain a professional relationship with their Arabic teachers (a normal relationship), 25.2% maintain a good rapport, and only 4.5% develop terrible contact with their instructors. As for their relationship with their English teachers, we notice that 34% of the learners promote positive connections with them (perfect), 27.2% tend to have an excellent relationship while only 4.5% described it as very bad. It is, thus, clear, from the figure that students' relationship with their English language teacher is more effective and positive than their Arabic teachers. It is worth mentioning that the attitudes learners hold towards their teachers play a pivotal role in the success or failure of the teaching-learning process.

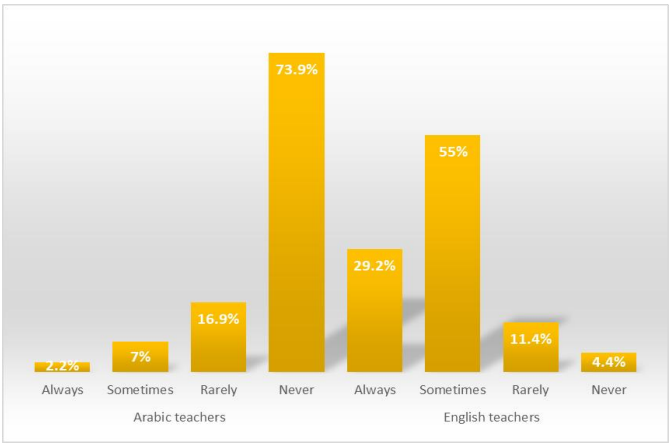

Figure 3: The frequency of using games by Arabic and English teachers

The graph above shows how frequently English and Arabic teachers incorporate games. According to the statistics, 55% of English teachers occasionally use educational games in their lesson plans. If we look at the percentage of ELT teachers who always use this strategy in their lessons, they are close to 30%. This demonstrates that, despite the important role that games play in the teaching and learning process, their overuse can have negative consequences. To keep the classroom under control and maintain discipline, teachers try to avoid using them in every lesson. In other words, when courses are constantly centered on games, some students may have a bad impression of their teacher as being less serious and incompetent. According to Gee (2003), "excessive use of games can lead to negative side effects such as decreased motivation span and lack of critical thinking". They may also affect students negatively and influence their academic performance (Edikan, 2023) The graph also reveals that 4.4% of English teachers have never used games in the classroom, while 11.4% rarely use them. However, the data clearly show that a significant portion of Arabic teachers 73.9% of the total results are not game enthusiasts. This was followed by 16.9% and 7% of the teachers who use games in their lessons only occasionally and rarely, respectively. Nevertheless, only 2.2% of Arabic instructors regularly use games to boost their students' learning. As a result, the disparity in the data shows that English language teachers are more likely to use games as a major teaching tool than Arabic teachers. The integration of educational games into English lessons is stressed in ELT training and workshops as a way to enhance the learning environment and develop the line of communication between students and teachers. On the other hand, Arabic teachers in high school are still hesitant to adopt these new practices and would rather stick with the old ones.

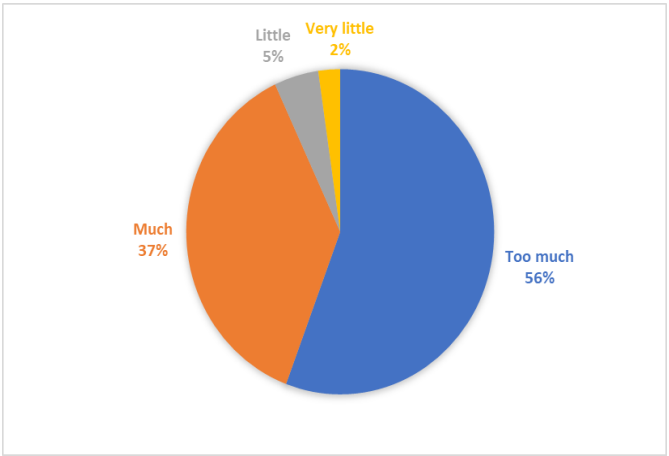

Figure 4: The extent to which the use of games increases students' motivation

The graph shows that 56% of students say that the inclusion of games in their studies increased their motivation "too much," and 37% of respondents select "much" to describe the impact of games on their motivation. Based on the responses of the students, various explanations for the relationship between these two independents (games) and dependent factors (motivation) might be made. Respondent five states that "games are beneficial because they kill boredom and keep me focused" as an example of how some students feel that the inclusion of educational games improves their ability to concentrate and reduces their stress. Respondent 19 states: "Games are effective teaching tools and they make me more active in the classroom" in the same context. Other pupils believe a direct connection exists between playing games and their desire to participate in the lesson. They become more engaged and passionate as the class becomes livelier. Respondents whose motivation is "little" and "very little" influenced make up 5% and 2% of the sample, respectively. They argue that regular classroom settings are preferable and that games have little impact on their ability to learn. When games are included in the lesson, they find it less engaging, which causes them to be less engaged and disobedient. However, Students who ignore the link between games and motivation are still few.

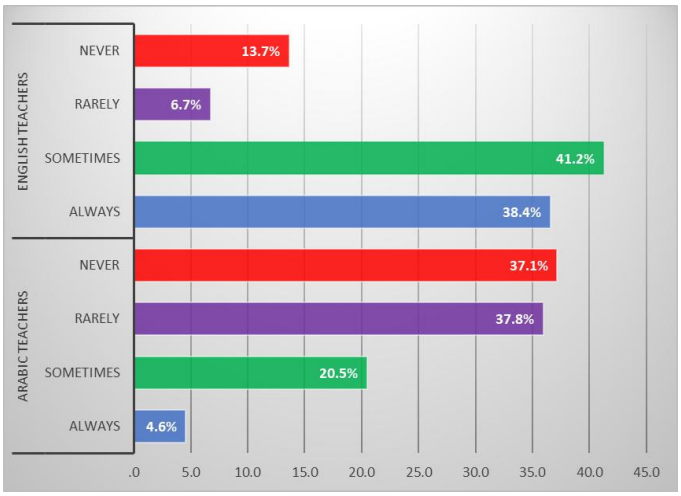

Figure 5: The frequency of using humour by Arabic and English teachers

The analysis of the findings shows that a considerable number of students (41.2%) say that their ELT teachers sometimes resort to humour in planning their lessons. This means that humour is utilized as a creative way of teaching but not in all classroom activities. Besides, 38.4% of the respondents report that English teachers employ humour regularly. These statistics show that humour is regarded as a pivotal feature of teaching that supplements other learning materials and paves the way for a healthy environment. A small percentage of students (6.7%) claim that humour rarely takes place in English classes. The use of humour is not a common classroom practice where these students are taught. In other words, their teachers do not believe in the regular use of humour. The graph also displays that 13.7% of the respondents declare their ELT teachers never adopt humour in the building of their lessons. Thus, numerical data indicates that humour is consistently or occasionally promoted in some English classes. Nonetheless, some teachers are still unconvinced of the efficiency of this method.

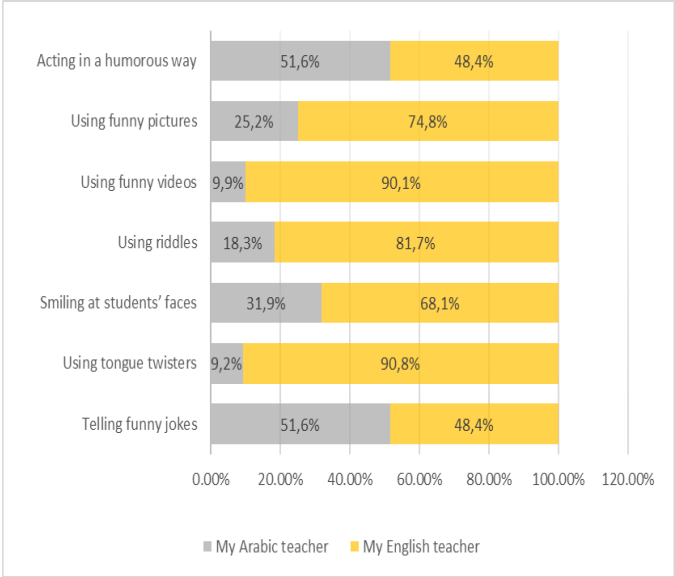

Figure 6: The types of humour used by Arabic and English teachers

Based on the obtained results, we can observe some of the aspects of humour encouraged by Arabic and English teachers. The graph demonstrates that 51.6% of the participants state that their Arabic teachers tell funny jokes in the classroom while approximately the same number (48.4%) mention that ELT teachers rely on the same strategy in their teaching. This means that both language teachers tend to start their lessons with jokes to break the ice and make the targeted topic appealing to students. Using jokes, especially in foreign language contexts is very beneficial because it fosters a relaxing learning environment. The use of tongue twisters is another way to introduce humour in classes. In this regard, the figure above displays that 90.8% mention that English teachers adopt this technique as a start-up activity whereas only 9.2% of the respondents say that these are used in Arabic classes. The discrepancies in the results are very conspicuous as they indicate that tongue twisters are widely implemented in the English language classes, unlike the Arabic ones. Tongue twisters serve as useful elements to

help students practice their pronunciation and generate positive energy at school. That is, asking every learner to quickly repeat a given tongue twister creates an amusing and enjoyable atmosphere.

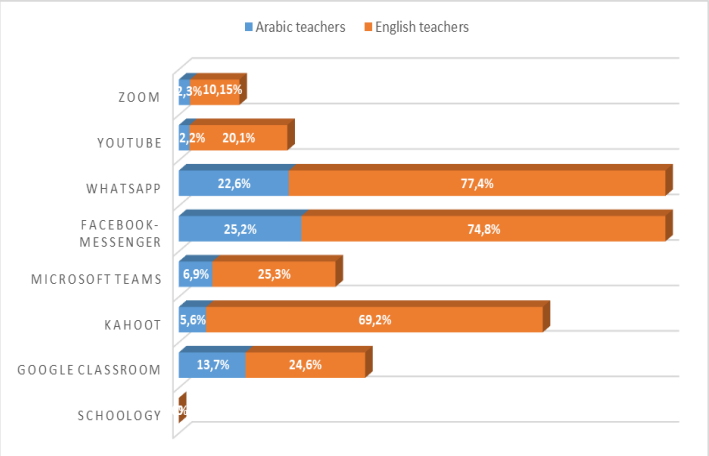

Figure 7: The frequency of using ICT in the classroom

It is clear from this figure that ELT teachers are reported to use ICT in their classes more frequently compared to Arabic teachers. A large proportion (45.6%) of the students points out that English teachers sometimes rely on technology in their teaching, which shows that ICT is integrated moderately into English classroom practices. Moreover, nearly 30% mention that ELT instructors regularly apply technology, and this highlights a heavy adoption of this teaching technique. Yet, improving instructional ELT practices needs to be considered as 20.6% of the population claims that English language teachers rarely resort to ICT. In addition to that, 4.5% of the students mention that ICT is never present in the teaching of English. This is an indication that these teachers need to be trained and supported to effectively digitalize their teaching. Based on these findings, we can say that ELT teachers have made remarkable progress in the integration of ICT tools in their classrooms including laptops, learning applications, and PowerPoint presentations. Still, there is a need for adequate and constant support on the part of educational inspectors and stakeholders to help teachers develop their experience with ICT.

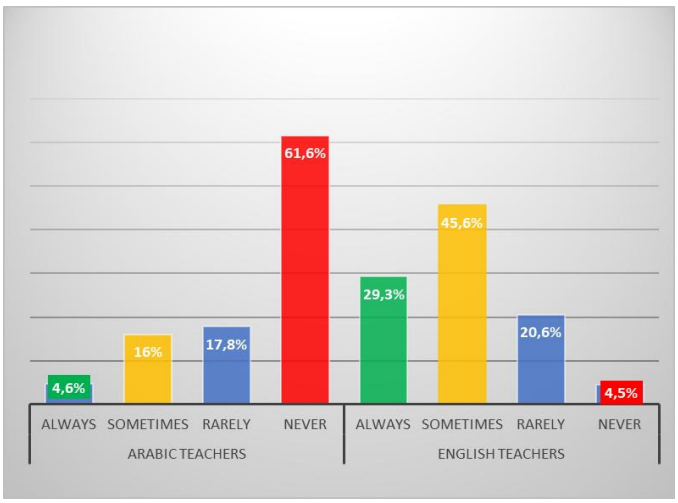

Figure 8: The technological applications used by Arabic and English teachers

At first glance, one can clearly see that WhatsApp and Facebook/ Messenger are widely used by both Arabic and English teachers.77.4% of the students point out that their ELT instructors select WhatsApp as a functional way to give their classes while 74.8% state that Facebook is their teachers' preferred application. Arabic teachers were reported to slightly rely on these platforms with 22.6% and 25.2%, respectively, according to the respondents. These social media platforms are very popular among users because they are easily accessed, and they can be employed for multiple purposes. Moreover, English teachers, as indicated by 69.2%, commonly use Kahoot in their teaching whereas it is adopted to a lesser extent in Arabic classes (5.6%). Many factors may explain the lower adoption of Kahoot on the part of Arabic teachers including lack of training, different teaching styles and preferences, limited exposure to the application and different teaching choices. The results suggest that the dependency on this interactive tool is based on the nature of classroom activities and teaching styles that characterize each school subject.

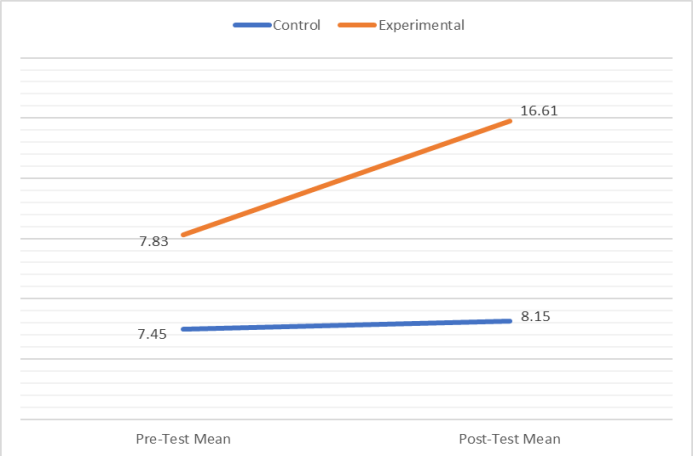

Figure 9: The comparison of mean scores in the control and experimental groups

A close analysis of the graph above reveals that the mean differs significantly from the control group to the experimental group in the pre-and post-test assessment. Students who were instructed with the help of the textbook and other worksheets exhibited moderate development, with a slight increase from 7.45 in the pre-test to 8.15 in the post-test. Conversely, the mean score in the experimental group was very high, especially in the post-test results reaching 16.61 compared to the pre-test (7.83). Therefore, there is a remarkable difference between the control and experimental groups after the intervention or the treatment period. In other words, these findings are proof of the effectiveness of *Kahoot* as, an interactive teaching and learning platform, in enhancing students' learning and developing their vocabulary. They also show that students need innovative teaching tools that are more likely to engage them in the teaching-learning process and captivate their attention. Moreover, we can say that with the application of the Kahoot game, the participants had more opportunities to enrich their vocabulary repertoire interactively, unlike traditional methods.

	N	Min	Max	Sum	Mean	Std. Deviation
Pre-test control	21	02.5	15	156.5	7.45	$\sqrt{8.99} = 2.99$
Post-test control	21	4	15.25	171.25	8.15	$\sqrt{8.57} = 2.92$
Pre-test experimental	21	03.5	16	164.5	7.83	$\sqrt{13.11} = 3.62$
Post-test experimental	21	8.5	20	349	16.61	$\sqrt{9.54} = 3.08$
Valid N (listwise)	21	—	—	—	—	—

Table 1: The standard deviation of the control and experimental groups in the pre-and post-test

It is clear from the findings that the standard deviation decreased from 2.99 in the pre-test of the control group to 2.92 in the post-test. On the other hand, the standard deviation decreased significantly in the experimental group from 3.62 to 3.08. These results suggest that the scores of students in the post-test were closer to the mean (16.61) after the implementation of the Kahoot game. Besides, the conspicuous decrease in the standard deviation indicates that students performed well and obtained better results in the experimental group, unlike the control group. Therefore, the results of the experiment show that the Kahoot game is an effective tool for English language learning and vocabulary retention compared to traditional teaching methods. The application of Kahoot was very useful and led to a positive impact not only on students' scores but also on the consistency of their performance. This is evident in the mean, which increased from 7.83 in the pre-test to 16.61 in the post-test. Moreover, the variance and the standard deviation witnessed a substantial decrease, which indicates that the majority of students' scores were closer to the mean score (average). Overall, we can say that incorporating innovative tools into the teaching-learning process like *Kahoot* can improve students' performance and help them develop their vocabulary. Besides, Kahoot provides students with the opportunity to try new experiences that meet their individual needs and personalize their learning. This accords with the humanistic approach principles, which emphasize learner-centeredness and promote self-development. *Kahoot* allows students to learn at their own pace and promotes their autonomous learning in the classroom. It encourages a learning environment that celebrates students' uniqueness and addresses their learning styles (Licorish et al., 2018).

V. CONCLUSION

The present study investigated Moroccan high school students and teachers' perceptions of humanistic language teaching in Arabic and English classrooms, with particular attention to the integration of ICT-enhanced and game-based pedagogical practices. The study aimed to explore the implementation of humanistic strategies, including humour, educational games and digital tools, and to evaluate their impact on learner engagement and language development. The findings reveal that both students and teachers hold positive perceptions toward humanistic teaching practices, valuing classroom flexibility, tolerance of mistakes and the cultivation of a supportive teacher-student rapport. These results align with prior research

indicating that humanistic approaches enhance learner motivation and foster a conducive environment for language acquisition (Rogers, 1969; Maslow, 1943). Furthermore, the study demonstrates that interactive activities, such as games and humour, significantly contribute to enhanced learning experiences, reinforcing engagement, participation, and learner-centered instruction. Teachers reported that incorporating ICT tools, particularly game-based platforms like Kahoot, provides additional opportunities for student interaction and personalized feedback, thereby supporting the development of vocabulary and other language skills. The experimental component of the study provides further empirical support for these observations. Students in the experimental group who engaged with ICT-enhanced and game-based activities displayed statistically higher post-test scores compared to their pre-test performance and relative to the control group, indicating that these innovative teaching strategies have a measurable positive effect on learning outcomes. This finding underscores the pedagogical value of integrating humanistic principles with technology-supported instruction in contemporary classrooms. Despite these positive outcomes, certain limitations must be acknowledged. Questionnaires were administered to 1,136 students, while classroom observation included only 20 teachers (10 Arabic and 10 English), which may limit the generalizability of the findings. Nevertheless, the triangulation of quantitative, qualitative and experimental data strengthens the validity and reliability of the conclusions drawn. Based on these findings, several implications emerge for practice and policy. Teachers are encouraged to adopt humanistic, ICT-enhanced and game-based strategies to foster learner engagement and improve language learning outcomes. Professional development programs should emphasize training in humanistic and technology-supported instructional methods to enhance teaching quality. Curriculum designers and educational stakeholders are advised to integrate interactive, learner-centered activities into language programs, particularly in Arabic instruction. Parents can also play a supportive role by understanding their children's learning preferences and providing opportunities for reflection on their learning experiences. Finally, students are expected to recognize the benefits of humanistic and technology-enhanced approaches, which may lead to greater motivation and more active participation in language learning. In conclusion, the study demonstrates that combining humanistic pedagogy with ICT and game-based learning produces both perceptual and measurable gains in language education, contributing to more dynamic, interactive, and effective classrooms. These findings offer significant insights for teachers, policymakers, and researchers seeking to modernize language teaching in the AI era.

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ETHICAL APPROVAL

This research was conducted in full compliance with established ethical standards. All participants were fully informed about the objectives and procedures of the study and provided their voluntary consent to participate. Measures were taken to ensure strict confidentiality and anonymity of all data collected, safeguarding the privacy of participants throughout the research process.

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